

12-11-1969

## The Wellesley News (12-11-1969)

Wellesley College

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# Wellesley News

Vol. LXIII, No. 12

WELLESLEY NEWS

Thursday, December 11, 1969

## Reflections

### on the MIT Conversion Conference

by Sue Wing '71

A convert used to be  
someone  
who put his life on the line  
for a new life  
and conversion  
was instantaneous  
because it was now  
or never  
before the Light went out  
forever;  
you've come a long way, world—baby  
historical progress has done its work  
and conversion  
has become  
"multi-faceted,"  
"many-pronged,"  
"the subject of serious consideration,"  
which is what we all found out at MIT last week  
conversion used to be  
simple  
a heavy decision but a single move  
changing one life for another  
now everybody has their own definition:  
"elimination of civil strife,"  
"saving the cities,"  
"salvaging our system of public education,"  
"controlling our environment,"  
"cleaning up local government,"  
"aiding the workers,"  
"stopping American imperialism,"  
"ending the war,"  
and, above all,  
Reordering Our Social and Economic Priorities—  
wow  
And, quite naturally,  
in this great nation of ours  
where private enterprise  
and the Worth of the Individual  
reign supreme  
every red-blooded American has the right to his own idea  
of "conversion,"—  
sure, but sometimes,  
it's our own conversion that we know the least about:  
you don't convert priorities  
you do convert people,  
minds,  
attitudes . . .  
the trouble begins when the "conversion" which each of us  
has created  
in our own self-image

## March on Washington-Tonight

by Anne Treblcock '70

"And now, fellow Americans, the President of the United States . . ."  
Action-blurred tear-gas victims; crisp, cold monuments warmed only by Death Marchers' candles; a peace-purposed crowd gathered to assert, Solidarity — "44,373" captures November's March on Washington in effective photography and coordinated tape soundtrack.  
"44,373," the slide show Owen Franken and Bruce Kinch named

after the number of Americans killed in Vietnam, is coming to Wellesley tonight in the Pope Room at 7:30 p.m. Afterwards, it returns to its home at the Orson Welles Cinema, Cambridge.

The show ranges from personal mournings to "Ho, Ho, Ho Chi Minh" rabble, but so did the March on Washington. The solemnity of the March on Death, its wind-fighting candles and its determined expressions, is not betrayed. Nor is the

frenzy and scuffle of DuPont ridiculed or misrepresented — the slide show's creators reveal their understanding.

### Whimsy As Well

The taped words of Nixon, Dr. Spock, ralliers for Bobby Seale — these bring sober thoughts amidst a weekend of confusion. But, all is not serious, thank God. Spock exhorts FBI men to raise their hands at the Justice Dept. rally; the next shot corners four black-trench-coated men, their mouths close to walkie-talkies, and the crowd chuckles. Unable to obtain an audience with America's chief, Owen and Bruce found a clever substitute to stand-in for Mr. Nixon's face; but that's to be experienced and not recounted. Photo-credits at the end of show postulate Mr. Agnew's rating: the Omega of Resistance.

The counter-demonstrations of Veterans Day contrast with Saturday's masses on the mall, and compare with street troops guarding the Capitol. The weekend is covered fully and accurately, with the discontinuities inherent.

### Visual Zaps

Owen's and Bruce's photography demonstrates consistent excellence; but their total product of combined tape-splices could occasionally be more effectively coordinated with the slides. To its credit or its detriment, the show polemicizes without supporting a clearly-defined ideology; its treatment of the March is sympathetic but not closed. Visually, the show rates A-1; whether or not the artists have captured the essence of the deep Movement in this country, is a question to be answered personally . . .

When asked for comments on their work, the two film creators batted back in disjunctive harmony: "a decent thing, you know;" "it's to remember Washington," "to talk about repression," "I represent the voice of reason and moderation," "we worked for millions of hours doing it," "I need a date Friday night," (any volunteers?); and, "Owen's going to Turkey."

Before he leaves, join Forum tonight to see the slides, and talk afterwards about the problems of repression. Who knows, maybe Owen will take you to Turkey . . .

### Mbari-Mbayo

"To delight the eyes and enlighten the mind." That is what the Yoruba phrase "Mbari-Mbayo" means. And that is the aim of the Mbari-Mbayo Players who will present "AKOKAWE" on Tues., Dec. 16 at 8:30 p.m. in Jewett auditorium.

"We are a group of African and black American actors and performers who are dedicated to the presentation of the true culture of Africa in this country," they claim. "Our first presentation 'AKOKAWE' is a two hour program designed to show the cultural richness of Africa in the form of songs, poems, proverbs and stories. We also try to show how the traditional oral literature of Africa has come to produce great modern writers such as Wole Soyinka of Nigeria, Leopold Senghor of Senegal and the late Patrice Lumumba of the Congo."

becomes holier than theirs  
when we don't realize  
that we're on the same side,  
and who we are  
in the Daylight of interrelation—  
when we don't see  
that civil strife  
plus the cities  
plus public education  
plus the environment,  
plus local government  
plus the workers  
plus American imperialism  
plus the war  
add up  
to a large chunk of the American way of life,—  
and it's life  
that this whole circus is about;  
or, at least, that's the way it's been billed;  
Conversion  
is exchanging one life for another  
and it took only a minute,  
when people saw in the daylight of Knowing  
that it was now  
or never  
for them to demand life  
to volunteer for humanity  
to cry for a more than bite-sized peace  
before the light  
and the change  
to chose life  
was blown out forever . . .

## Wiretaps

**PAID IN FULL**—After an arduous struggle the College has finally received a check for \$1.43 from Stephen Spender for telephone charges incurred when Mr. Spender read here last spring. The news brought a sigh of relief to members of the poetry committee, who had been informed that the money would be taken from their budget for this year's readings should Mr. Spender fail to pay.

**GRAPE FILM**—A film and discussion on the striking California grape workers will take place in Pendleton, Mon., Dec. 15 at 7:30.

**NEWS LIVES!**—According to all the usual unreliable sources, there will be a Wellesley News next term.

**MORATORIUM**—December Moratorium leafletting will be done Friday and Saturday from 1 p.m. to 5 p.m. in the center of Wellesley, the shopping area near the First National Bank, and the shopping centers in Framingham and Natick. Most statewide activities will center around raising money for the Moratorium office, which costs \$1,000.00 a day to run. Send contributions to: Mass. Pax Office, 44 Brattle St., Cambridge.

**BLACK REPRESENTATION**—A letter has been drafted to President Ruth M. Adams requesting that she recommend to the Board of Trustees that the black community be allowed to choose a representative to the Commission on the Future of Wellesley College.



## Wellesley and Co... Ltd.?

"No Money" — a response that has dashed a thousand hopes — for educational experimentation, new courses, free busses, recruitment programs, coeducation; well, you've heard it before. . . . The magical Money Tree does not only need a good shaking; it needs to grow some new branches as well. Wellesley holds the largest endowment of the Seven Sisters, but where is her creative use of it? The 1969 senior economic tutors' report (see p. 3) unearthed some devastating information on the College's economic policies; further investigation and action on some of their recommendations cannot come too soon.

*News* pleads for a thorough reading of the report, followed by pressure to revamp the economic decision-making procedures at this College. Present priorities appear to be set arbitrarily, sorely lacking an overall vision for Wellesley's long-term directions. Data and policy are diffuse to the point of chaos; students, faculty, and most administrators remain largely in the dark on economic issues directly affecting them.

From the economic report, certain changes cry out:

1) Serious consideration of using the concept of deficit funding, creating a much more flexible budget.

2) Rejection of the inaccurate, severely limiting either/or concept of expenditures. The question is not, "Can we have higher faculty salaries OR free S.O. busses?" but, "How can we plan for both?"

3) Aggressive exploration and action on the use of Federal funding. The number of programs Wellesley has passed up is appalling; perhaps a full-time program officer skillful in writing proposals for federal and foundation grants should join the investment staff. Increased aid from the government would also reduce the percentage of dollar-power held by the alumnae, thereby freeing the College for more independent decisions.

4) Establishment of a coherent accounting system, with informative reports written comprehensibly for non-experts.

5) Releasing *bonus* earnings on the endowment for at least some present consumption. As the report explains, a certain return on endowment investment is pledged each year, but when that pledge is surpassed, the excess is rigidly plowed back into the endowment.

6) Toning down the debt paranoia. The foregone opportunity cost suffered in the financing of McAfee represented a policy that was not only non-progressive, but inexcusably foolish. *News* hopes that the College will not repeat such a decision to frantically avoid present debt at the expense of long-range gains.

7) Continuing efforts to improve the rate of return on investments. While Wellesley compares favorably with other schools, new areas should be explored. The option of creating a lucrative independent investment corporation as Yale has done should also undergo thoughtful consideration.

Beyond the economic report recommendations, *News* finds the expressed policies of Wellesley's treasurer (see, p. 4) troublesome. He questions knowing what is truly moral and immoral in our society; *News* fails to see how any financial support of *apartheid* in South Africa can be seen as anything but clearly immoral. Admitting the economic drawbacks to investment "morality," *News* is appalled that the treasurer does not feel it "appropriate" for the College to even consider taking such a stand. Tacit endorsement of discrimination, war-mongering, or exploitative foreign investment is just as serious for an institution as for an individual.

The economic policies of Wellesley College need fundamental revision — restructuring the decision-making process can accelerate needed changes. Why not have a faculty-student-administrative-alumnae committee working with the treasurer? This body should have *real* decision-making powers, not an advisory role, on matters of investment policy, budget expenditures, long-term goals, present priorities, and related fiscal concerns. For this committee work, faculty should have their teaching loads lightened, administrators be given some leave, and students receive course credit. A committee responsive to its constituents could ensure resilience in the face of immediacy without losing sight of long-range economic goals.

Wellesley College *does* have money. Important decisions rest on how more money will be generated, and how the money will be spent. Students, faculty, and administrators deserve equal voice in making these crucial decisions.

## Tampering with the Males

*News* has already stated its views on parietals. In light, however, of the letter concerning the issue received by faculty members (see letter p. 3), it seems necessary to reiterate a bit. Mrs. Axten (Wellesley '36) contends that 24-hour parietals will create a double standard between conduct at home and school. But one of the main reasons for maintaining residence at a school instead of attending one within commuting distance is to learn to make one's own decisions and values, with the values at home serving as a starting point and standard for comparison. For reasons that should be clear to anyone familiar with the security system, the dorm security problem will be no greater with full parietals than it is now. And the concept of teacher as parent substitute must be as amusing to some faculty members as it is to *News*. The assumption that a vast majority of the student body would ask for something in order to be refused suggests that Mrs. Axten has a very low estimate of the intelligence of the students at her own alma mater.

Mrs. Axten is to be commended for her interest in campus issues. However, here methods leave something to be desired. The distribution of the letter in the College post office without postage and without outside identification (including the names of the sender and recipients) is odd. The fact that the letter was delivered two days before the Academic Council vote when the issue has been around for months, and only to faculty members, suggests an extreme unwillingness for student rebuttal. When the legislation in question will affect only students — not faculty members, and *not* Mrs. Axten — this kind of backroom maneuver is out of line.

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## feedback Commencing

To the editor:

George Wald has agreed to speak at the senior class commencement, June 6!! Here is the letter which Coretta Scott King wrote, accepting our invitation to be an honorary member of our class:

Your invitation is of especial significance to me in that it comes at a time when there is a great deal of talk about the generation gap and the lack of interest on the part of young people in anyone over thirty years of age. The invitation indicates that some young people do share ideals and goals with the older generation, as was demonstrated vividly during the recent moratorium.

With deep appreciation and a sense of honor, I accept the invitation to be an honorary member of the class of 1970 at Wellesley College. I am grateful for the respect of my work which the membership suggests.

Sincerely yours,

Mrs. Martin Luther King, Jr.

Sincerely,

Candy Clarke '70

## Grazie Mille

To the editor:

On behalf of the Art Department may I thank all those who helped make our book and print sale in aid of Venice a success. Many gave generous gifts and many more made enthusiastic purchases. The sale netted \$507.60, all of which has gone to help Venice.

With skill and effort much of the city can be saved; it is gratifying that Wellesley will have helped.

Yours sincerely,

Peter J. Fergusson

### Urban Action

Urban Action, a Wellesley-MIT journal on urban affairs, is now on sale at the Info Bureau and in the dorms. Articles by John Gardner, MIT professors and Wellesley and MIT students. Lois Omen '71 is co-editor.

### Christmas Vespers

On Sun., Dec. 14 at 8 p.m. in the Chapel there will be a program of anthems and carols performed by the Choir and the Madrigals.

### Non-resident Mail

Non-resident students should be aware that Box 175 in the College post office is for their use. They should stop at the post office regularly to see if there is mail for them. Routine notices from the Deans and from departments are sent to them through this facility.

### DON CRISTOBAL AND ROSITA

A new chamber opera by John Crawford of the Music Department will be premiered in a professional production in Jewett on March 22 and 23. Wellesley students and other members of the College Community are invited to participate along with professional musicians and theater people in the creations of an exciting evening of music theater. There are openings in these categories:

ONSTAGE CHORUS: 3 sopranos, 3 altos. From this group, 1 soprano and 1 alto will be chosen to understudy leading roles.

TRYOUTS: Tues. Dec. 16 Jewett Rm. 106 — 4:10-5:30

Wed. Dec. 17 Jewett Aud. — 9:00-11:00 a.m.

EXPERIENCED STAGE MANAGER AND ASSISTANT

EXPERIENCED COSTUME

MISTRESS AND ASSISTANTS

DIRECTOR'S ASSISTANT

LIGHTING CREW

STAGE CREW

PROPERTIES CREW

MAKE-UP ASSISTANTS

PUBLICITY ASSISTANTS

POSTER DESIGNERS

MUSICAL ASSISTANTS

The Production period will be March 2 — March 23. To take advantage of this unusual opportunity, call 235-6710, indicating your area of interest.

## Acting Solidifies Irish Delight; "Hostage" Captures Audience

by Kathy Fink '71

The Wellesley College Theatre production of Brendan Behan's *The Hostage* was as engaging as the laughter sparkling in Irish eyes. The not unpleasant stench of stout, broken plumbing, and warm vibrant bodies almost wafted towards the audience from Eric Levenson's magnificently designed set.

The play relates the story of an English hostage who is being held in a brothel, ("English for whore house"), in Dublin. The various inhabitants attempt to cheer the young lad, Leslie by name, but they are true patriots and they have a great concern for Leslie's Irish counterpart, "The boy in Belfast Jail." The innocent and naive Leslie engages in a romance with an equally innocent though not so naive ("A girl of eighteen knows more than a boy of eighteen.") Irish lass, Teresa.

Leslie is shot during a general melee of IRA officers, secret police, whores and patriots. In the end, the cast excluding Leslie, turn their backs and Leslie slowly rises to sing, "The Bells of Hell go Ting A Ling for you but not for me." The cast joins him in the second verse, and they sing together, "There's no place on earth like the world," and rush down the aisles.

### Warm Spontaneity

Anyone who happened to attend the performance more than one night may have noticed that the lines varied slightly from night to night. Brendan Behan has allowed and even condoned the gradual accretion of improvised quips and action to his play. The production here contributed its share; both planned and spontaneous.

Members of the audience were invited, "If you're Irish come into the parlor," (Onto the stage). This audience participation added to the warm spontaneity of this unselfconscious production.

### Frolisome Pace

Mr. Barstow's direction kept the

play from becoming either thick and sweet, or ponderously serious. The pace kept a lively almost frolicsome pace except for the first act which had a tendency to drag. The pandemonium in Act III was made to seem like an old "flick" by the use of strobe lighting.

Perhaps the most impressive aspect of this generally impressive production was the acting.

### Solid Acting

Jim Buckley played Pat, the master of the house, and a "Laughing Boy." The character was beefy and rich with love for Meg (His wife, almost). Mr. Buckley's lively eyes, solidity and lyric Irish voice contributed to an outstanding performance.

Meg, as played by Polly Brooks, was magnificent. The audience loved her the more for her good humored bickering, and fiery pride.

Leslie, (Mark Dorman), and Teresa, (Bronwyn Edwards) had several scenes together in which the true desperate plight of the hostage was made clear. These scenes captured a childish quality, they were moving because they were set apart from the rest of the play which is less serious and less realistic. Mr. Dorman and Miss Edwards did an admirable job in making their characters full personalities as well as naive and innocent.

Kathy Montagano played the delightful character of Miss Gilchrist, an important whore, for whom sex and religion are more or less one and the same. Miss Montagano did a magnificent job of portraying the movements of a loud and lovable drunk.

Stephen Crosby did an admirable portrayal of the weasel-like and hypocritical Mr. Mulleady, a friend of Miss Gilchrist. His striking physical appearance and nervous gestures were perfect for the part.

Sue Craig provided bagpipe music from off stage for this Irish delight.

## Slobodyanik on U.S. Tour: Enjoys "Beautiful Things"

by Mary Enterline '70

"Why's our life so sober?" asked Alexander Slobodyanik, Russian pianist, as he looked around himself in the living room of a Wellesley home. "Look at the life of a dog here," echoed his interpreter, Simone Semenov, as he regarded the pile of toys and the wooded backyard available for the recreation of Matthew, a French poodle.

Admitting that he has only been in rich homes, Mr. Slobodyanik commented, "I like the way rich people live." He hopes, however, to be able to see more of America in the future. Wellesley is the twenty-first stop on a 25-concert tour of America, which he visited for the first time last year.

### Cultural Exchanges

Seeing cultural exchanges between Russia and America as "wonderful," as opportunities "to understand each other," Mr. Slobodyanik explained that as a participant in the cultural exchange program he has "nothing special" to do other than to give concerts. Yet, he expresses a wide range of interests: "America is a great country with so many things of interest . . . in nature, in arts . . . You have great artists here like Rubenstein, Cliburn."

As a highlight of his trip, Mr. Slobodyanik mentioned his meeting with Horowitz. He sat and talked with him for three hours, and later came to Boston for Horowitz's recital. According to Mr. Semenov, who himself came to America in 1938 as a dancer with the Ballet Russe, "Horowitz thinks he's a great young musician, but asked, 'How can you be so good-looking?'"

### Beautiful Things

Protesting that he doesn't like to talk about politics, "only about beau-

tiful things," Mr. Slobodyanik noted, "My profession is to play the piano." He did agree to answer a question about politics, although he warned, "Even the President doesn't answer all the questions which journalists ask."

When asked about the present regime in Russia, he commented, "The government helps the young artist a lot." Every city has cultural centers to teach the talented who are recruited from among all children — those with not only intellectuals but also farmers for parents. "As artists we owe our lives to the government," he noted, as the government pays students who study music and ballet.

### Studied Under Mother

A native of Ukraine, Mr. Slobodyanik lived at home and studied under his mother from the time he was five until he was 15 when he moved alone to Moscow. In Moscow he attended a special school until, at 18, he entered the Moscow Conservatory, a five-year music university.

A drop-out for one month, Mr. Slobodyanik states that he quit the conservatory "because I was lazy; they give hard exams and I always failed." His love of music, however, made him return to and graduate from the conservatory.

Before a concert the 24-year-old Mr. Slobodyanik likes to rest — he requires a three-hour nap, but after the concert he likes "an American steak," and "driving" in cars.

### Slater Applications

Applications for the Slater Junior Year Abroad Program are available in Miss McPherrin's Office, Room 340B Green Hall. Deadline for the return of completed applications is Jan. 23, 1970.



## Alumna Berates Parietals: Delivers Views To Faculty

Ed. Note: The following letter, without any identifying envelope, appeared in every faculty member's mail box. (See editorial p. 2).

96 Abbott Road  
Wellesley Hills, Mass.  
December 9, 1969

Dear Wellesley Faculty Member:

As a Wellesley graduate, with a Wellesley mother and a Wellesley daughter, I'm deeply concerned over the proposed social changes at our college.

If approved on Thursday by the Academic Council, the adoption of 24-hour parietals will carry wide ramifications that will sweep out from the students, faculty and administration to the farthest reaches of the alumnae. A change so swift and so major may well determine inadvertently the future direction and character of Wellesley even before the Commission set up to study these important questions has had time to report its findings. For this reason I urge you to review and discuss the considerations listed below before you vote.

1. Twenty-four hour parietals would almost certainly effect a drastic change in the geographic distribution and type of applicants for admission to Wellesley. Many people in other parts of the country, especially in the South and Midwest, distrust what they construe as "the extreme liberalism" of New England colleges. Distrust could well be enhanced to the point of rejection.

2. Unfortunately, many people register disapproval by the withdrawal of financial support. Already various alumnae are saying that they will not continue to give to Wellesley if the proposed parietals are enacted.

3. It is no news to anyone that a social revolution is under way; nor is anyone asking Wellesley to stop it. But concerned alumnae may well ask, "Why should Wellesley suddenly rush to lead it?" "Other colleges are doing it," seems a weak answer.

"Many students feel that they are not being trusted as mature adults if they cannot entertain whom they wish whenever they wish," Mrs. Melvin explains in her letter to parents. But can they do this at home? Have we really a majority of Wellesley homes where daughters are permitted to entertain coming-and-going guests around the clock, either male or

female? I have inquired widely and can find no evidence to this effect.

If not, by passing 24-hour parietals Wellesley will be both initiating and promoting a double standard — one way of life for the nine months at college, another for the three months at home. Hardly an admirable stand for a major educational institution! (An alternative would be apartments for individuals where each girl might arrive at her own decisions and lead her private life. But Wellesley's dormitories are not convertible to this arrangement, and the town of Wellesley provides inadequate off-campus housing.)

4. The problem of security in women's dormitories open round-the-clock is a complex one; it is particularly so at a time when students simultaneously will be getting used to the new privilege of liquor on campus.

5. So swift a major change compounds difficulties in adjustment for all concerned. It is hard to believe that necessary locks can be put on doors or proper arrangements made for masculine toilet facilities within a two-week period. Won't a mid-term move be disturbing academically? Moreover, to have to choose between two modes of dormitory living can hardly fail to be divisive and result eventually in further polarization on the campus.

6. The fact that a young woman asks for something does not necessarily mean that she wants to get it. She may be merely going along with her peers in a situation where she feels her generation to be enjoined against another. Also, her vote may mean something quite different from its surface implication. (N.B. One girl said that she hadn't really thought about the problems of 24-hour parietals; she just voted for them because then the College would have to put the lock on her door that she had long wanted!)

7. Faculty members understandably refute the additional responsibilities of being in loco parentis on top of their academic burdens. But, like it or not, for the majority of students away from home, the teacher is the substitute for the parental image. Students have looked toward their teachers for guidance in attitudes, as well as in academic disciplines, since the time of Socrates. Just because they are shouting other-

(Continued on Page 6)

## Economic Tutors '69 Examine Wellesley's Modus Operandi

by Anne Trebilcock '70  
and Betsy Bowman '71

In her introduction to *An Economic Analysis of Wellesley College* prepared by last year's senior economic tutors, Mrs. Carolyn Bell, professor of economics, makes the following statement: "The views expressed in these chapters represent the outcome of considerable research and long discussion; each author is responsible for only her own work, yet a general unanimity can be perceived. These economists find Wellesley's capacity underutilized and a Wellesley education undervalued. As students their strong loyalty to the college of which they are a part has not blinded them to some potential resources not now being used and some potential markets not yet developed."

The students found a general lack of coherent records which hampered the potential accuracy of their analyses. Mrs. Bell points out that some data was denied to them as students. Carol Ebert and Laurel Johnson found that much of the information needed to measure Wellesley's productivity "came from remembrances on the part of the faculty and the staff, and had not been written down." Nevertheless, the report presents interesting and revealing investigations and calculations.

### Opportunity Cost

In her chapter, Liz Rodgers points out that Wellesley has thus far participated in three Federal Aid to Education programs; the National Defense Student Loan Program, the National Science Foundation Grants and a low interest, long-term FHA loan for the construction of McAfee. Federal aid to sciences was 97% of the 1966 total support figure.

Her analysis of how the College handled the FHA loan given for McAfee showed "the need for a sharp revision of current tradition bound decision-making criteria, as well as better information about relevant government programs." She estimates that by accelerating its payments on the principal of the loan, the College lost about \$1.8 million in opportunity cost. If the College had not speeded up payment, it could have gained returns from interest on the surplus payment, even with a fixed interest rate of 5%. This estimate "does not consider the rising inflation which makes accelerated payments more costly in real terms than contract payments would have been, stretched over 38 years (till 1999). It does not consider alternative earnings . . . any new construction that must be financed at a rate higher than 3 1/8% (the rate of the McAfee loan), might have benefited from funds which could have been available."

### Grant Possibilities

Liz continues by exploring federal grant possibilities which could be available to Wellesley. Dept. of Health, Education and Welfare funds could cover the development of language and area centers and research studies, library resources, continuing education programs, educational research, surveys and demonstrations, research training, construction, rehabilitation and improvement of undergraduate facilities (dorm and academic), improvement of instruction equipment, educational talent search, guaranteed student loans, educational opportunity grants, and strengthening developing institutions through cooperative arrangements.

She presents possible reasons against Wellesley's participation in Federal programs "because (a) we have not done so on a large scale before; (b) because we should finance any projects internally in order to avoid debt to the Federal Government, or (c) because we are able to finance our present programs from our existing resources."

### Rational Policy?

Liz questions whether (a) — traditionalism — represents rational decision-making; she adds that use of

federal funds might free high yield endowment funds which are now employed for similar programs.

### Traditional Factors

In her supply and demand analysis of Wellesley College, Nonna Noto finds "an overall underutilization of resources both physical and financial." To revitalize Wellesley's central core, she suggests the introduction of commuter students, an alternative of stronger dorm units, coordinate arrangements with area colleges, and greater sharing of facilities with area residents.

She names five factors which have influenced the traditional operation of the College: "(1) private, (2) non-profit, (3) residential college, (4) gracious living, (5) opposed to deficit financing." The private concept fosters College dependency on alumnae contributions; the non-profit idea limits charging the public for use of certain facilities. Definition as a "residential college" has kept Wellesley off-limits to part-time students, older people in the Wellesley area, transfer students who want to live off-campus, and low-income people who cannot afford residency. Nonna asks if Wellesley offers a higher quality product on the basis of gracious living or educational superiority.

### Deficit Funding

Well-managed deficit funding could expand Wellesley's opportunities in all directions, she contends. Perhaps her most crucial belief is the fact that "opposition to deficit financing has led members of the Wellesley College community to 'either-or' thinking on budgetary matters: for example, 'if we want to increase aid to lower income students, we must cut back faculty salary increases.'"

"This type of thinking . . . tends to discourage if not inhibit creative thinking on the part of the community." She cites the 1969 Upward Bound project as an example of use of deficit funding by the College.

### Full-Price Tuition

Crandall Close suggests a plan for increasing total College revenues by investigating the advantages of full-pricing tuition. Her report assumes a constant or increasing demand for the Wellesley product at a higher price; this may not be a valid assumption if the College does not offer a significantly differentiated product from the other Seven Sisters schools. She maintains that many people at Wellesley would be able to pay the full cost of their tuition, room and board, \$5,177 (in 1967). The total revenue obtained would increase sufficiently to allow full scholarships for those presently on scholarship, and partial scholarships for those who

### Demand Constant

"Since endowment funds formerly used to subsidize tuitions would be freed for other uses," revenues would also increase indirectly. The important question in full-cost pricing is whether the demand will remain constant in light of not only Seven Sister competition but new coeducational suppliers (Yale, Princeton, Dartmouth, etc. etc.).

She notes that tuition is determined by the Board of Trustees, who are reluctant to call for an increase. Tuition is "raised only if it is absolutely necessary to prevent an unbalanced budget which would draw on reserve funds." Crandall goes on to link this to endowment investment policies.

### Conservative Estimate

Every year, the Treasurer and the Finance Committee "pledge a certain percentage return on endowment investments, to be used for college operation expenses during the following year." If more is actually earned, it is plowed back into the reserve fund, and hence not used for current expenditures. Because the estimate of expected return is usually conservative, a large percentage of endowment income has been plowed back in recent years. She feels there is also a deliberate policy of increasing endowment at the expense of current expenditures, with the justification that the increased returns in future years will make the practice worthwhile."

Crandall continues, saying that Wellesley's price does not reflect optimum economic efficiency because supply and demand are not equal. Since Wellesley is not a business firm, its efficiency cannot be seen in terms of profit maximization. Present tuition can be considered efficient when viewed in terms of social utility. However, Nonna Noto questions the social utility definition of efficiency when Wellesley falls "to take advantage of its proximity to Boston's extensive educational facilities" and share its free space and several strong departments.

### Investment Practices

In her chapter on investment practices, Ella Owens breaks the distribution of endowment funds (per cent market value, 1967) as follows: liquid funds, 4.75%; bonds 35.24%; preferred stock, 3.54%; common stock, 55.92%; miscellaneous, .55%. "Preferred stocks consistently showed the highest return, bonds ranked second," on income as percentage of market value.

(Continued on Page 7)

## Future Construction Plans Include New Science Center

by Kathy Beckett '73

A new science center is being planned for Wellesley. A committee consisting of trustees, students, and administrative representatives are in the process of discussing the needs of the college for new science facilities and how these needs can best be met. A group of faculty members are scheduled to visit science centers at other colleges to gather ideas on what types of building Wellesley should construct.

Although nothing definite has as yet been decided, it seems probable that the new science center will be a separate building constructed on the hill near Sage and the Observatory. Attempts to renovate Pendleton, the science building which presently houses the chemistry, physics, and psychology departments would be too costly and impractical. The lecture and classroom space and the laboratory facilities provided by Pendleton are no longer adequate for the sciences. Pendleton will probably be converted into more administrative offices and more classrooms for the humanities.

Sage will continue to house the geology and biology departments, and will be able to share the facilities of the new center that will most likely be built near it.

### Government Financing

The estimated cost of the new

science center is about five to seven million dollars. The construction will be financed by government grants and by fund-raising initiated in conjunction with the centennial celebration of the college.

Construction will not be able to begin for at least five years until the project has been defined and preliminary architectural studies have been made.

Any student who wants to contribute her ideas on what should be included in the new science center should contact Penny Williams in Munger at 235-4575, or Helen Hilliard in Bates at 237-0403.

### MIT Orchestra Concert

The MIT Symphony Orchestra, conducted by David Epstein, will give its first concert of the season on Sun., Dec. 14, at 8:30 p.m. in Kresge Auditorium (MIT). The program will include Bloch's CONCERTO GROSSO FOR STRING ORCHESTRA WITH PIANO OBLIGATO; Stravinsky's FOUR NORWEGIAN MOODS; Mahler's LIEDER EINES FAHRENDEN GESELLEN, with Eunice Alberts, contralto, and Epstein's SONORITY-VARIATIONS FOR ORCHESTRA (first performance). Admission \$1, or contact Shelley Cross, Cazenove, for free tickets.

## mind expansions

**SAN DIEGO, CALIF. (CPS)** — A "Third College" at the University of California, San Diego (UCSD) is being proposed to meet the demands of blacks and chicanos for a college to meet their needs. UCSD presently maintains two semi-autonomous colleges; the "Third College" is designed to join them. The plan must still be approved by the UCSD Academic Senate and the University of Calif. Board of Regents.

**WASHINGTON, D.C. (CPS)** — The National Selective Service Headquarters is satisfied with the fairness of the Dec. 1 lottery despite the fact that computer checks have shown the drawing favored those born in the first half of the year. Officials say the selection process was made as random as possible in that capsules containing dates were stirred with a spade before the first one was picked and that the picking was done by 52 people, all of whom did not pull out capsules from the same place in the bowl. Those born in December had the lowest ranking average.

**CINCINNATI, OHIO (CPS)** — An enrollment survey shows enrollments down at 61 single-sex institutions out of a total of 141. The University of Cincinnati survey found that enrollments were up at 33, down at 38, and unchanged at 13 women's colleges.

**CAMBRIDGE, MASS.** — Harvard's University Health Services (UHS) Psychiatric Service has revealed a 29.7% drop in psychiatric interviews during last April's strike. One psychologist explains this fact by saying that during the strike, as in wartime, people were much busier. Columbia and Berkeley experienced similar drops during their periods of turmoil.

Also at Harvard, an occupation of University Hall by 175 members of the Organization for Black Unity (OBU) last Friday ended with an accord on some negotiation methods concerning discord over the University's minority hiring practices. Dean May intends to charge some of the students who occupied the building, although the form and number of his complaints is as of yet undecided.



# Spring Defends Investments; Claims Morality Not an Issue

by Judy Rousuck '73

To what extent should colleges be concerned with the morality of the companies they invest in? In an interview with John K. Spring, treasurer of Wellesley, Mr. Spring said, "As an individual I am in favor of solving the social and political problems. How much change can college investment policy do in this area? I don't believe it would be appropriate for the college to try to do it."

"Universities would be much better off if they could produce citizens who could go out in the world and do these things," continued Mr. Spring.

## Judging Morality

"How do you know unquestionably what is moral and what is immoral in today's society?" asked Mr. Spring, who is also a trustee of the college and has been hired to act as investment manager. The treasurer proceeded to read a long list including such items as automobiles, air-polluting steel companies, cigarettes, guns, etc.

Getting down to specifics, on the basis of a report issued by Princeton in 1968, Mr. Spring explained, "Many of the fastest growing companies incidentally do some small part of their business in South Africa, and should these companies be avoided in favor of possibly less successful companies?"

## A Determinant?

The question of investment moral-

ity is one that Mr. Spring has been investment management."

tackling since he first became treasurer, a year and a half ago. "I'm convinced that every company we're investing in is doing something," he said.

He summed up the college's current position on the morality of its investments by saying, "I have made discreet inquiries, but I haven't given them any publicity. I think it is very important that the University not get put on the line for this. I don't feel that morality is something that can be clearly identified. I don't believe Wellesley has any immoral investments but I'm not certain whether that should be a determinant."

## Investments Revised Often

The grey-suited partner of Welch and Forbes spoke on the object of Wellesley's investments, saying that the college is concerned with long term gains. "We try to select a situation that's going to grow at a fast rate over three to five years, or possibly longer. We are constantly reappraising all our investments."

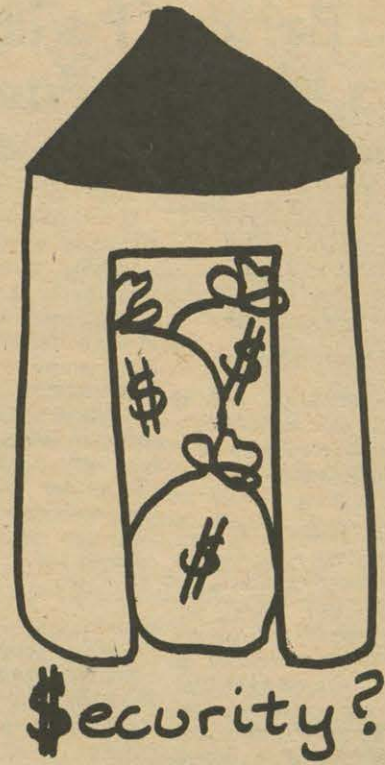
Mr. Spring explained that Wellesley's investment policy is largely in agreement with a report issued this year by the Ford Foundation on the investment of college endowment funds. He said, "I think the point of this report is that they want every college to achieve maximum returns. We are not emphasizing income; we are trying to be aggressive in our

Working for the maximum long term total return is safer really, if inflation keeps up," Mr. Spring continued. He went on to say that Wellesley is inconsistent with the report on one point. The report suggests considering whether the college can spend more than its income, and then doing it. On this point he commented, "We have always felt it would be much more prudent not to spend more than your income. However, this is a necessary procedure for colleges without large funds."

## Professional At Work

He also explained that the report compares college endowment funds with mutual funds. He said that this is not necessarily a very meaningful comparison. For the purpose of statistical comparison the Ford Foundation assumed mutual funds reinvest their income, a policy not always engaged in by colleges.

Perhaps the one area in which Wellesley most closely complies with the Ford Foundation's report is in the hiring of a professional investment manager. Mr. Spring, who has been a trustee of the college for eight years, has been in the investment business for twenty-three years. Although he is associated with Welch and Forbes, his work as investment manager for Wellesley is independent. Mr. Spring has two assistants and two secretaries.



# Grants, Alumnae Gifts Form Development Fund Resources

by Paula Pavey '73

Unbelievable as it may seem, the \$3100 a Wellesley student and her parents pay each year covers only about three-fifths of the actual cost of her education. The remaining two-fifths of the cost is made up in various ways by Wellesley's Resources and Development Fund.

The Resources and Development Fund gains funds through several channels, including gifts from alumnae and friends (parents of students, trustees) of the College, corporate gifts, and grants from foundations and the federal government.

## "Voluntary Structure"

As Mrs. E. Eric Butler, the Director of Alumnae Giving, explained, her office has "a large voluntary structure working out there for Wellesley." Seventy per cent of the department's funds come from her office.

Each year her office sends an appeal for funds to alumnae with follow-up reminders, and she said that this results in "very strong" alumnae support. According to Mrs. Butler, there are "probably few other colleges with such a high percentage of alumnae support." For the last six years, with the exception of two, the percentage has been in the 60's. Currently it is 61.4%.

## "Call Program"

First, the Development Fund office mails an appeal to each alumna. Subsequent reminders are sent during the fiscal year if there is no initial response. The Class Fund Representative thanks all the members of her class who make contributions.

Once every three years, the district fund chairman in each of the 170 districts organizes a "call program" in which one alumna calls on another. The caller gives current news about Wellesley, in particular, news concerning the freshman class, the Upward Bound program, the number of women on the faculty, fee increases, and Wellesley's admission standards.

## College Change Important

In Mrs. Butler's view, "What happens at this college is the integral thing" in determining how much money is obtained from alumnae. She added, however, that representatives of her office just report on events and "are not opinion-makers."

The second area of concern in the Resources and Development Fund office is contributions from corporations. Some companies have programs under which they will "match" any gift an employee makes to Wellesley, so that the amount of money is doubled.

## Corporation Gifts

Mrs. Butler stated that "for a women's college, it's not as easy to secure corporation gifts." But Mr. Albert E. Holland, Vice-President for Resources, will concentrate on presentations to corporations and foundations when he returns from the hospital. In addition, individual departments in the college may apply to foundations for funds.

Since the office is trying to encourage non-alumnae giving, Mrs. Butler said they have also appealed to the government and "friends of

the college." The government, for example, will probably provide some of the funds for the new science building when construction begins.

## Friends

Students, faculty, present and former employees, relatives of these people, and people entirely unrelated to the college are considered "friends" of Wellesley.

It is obvious that, as Mrs. Butler put it, "there are diversities of gifts, but the same spirit."

## Restrictions On Funds

The money gathered by the Resources and Development Fund office falls into two categories: 1) sustaining funds, which may be spent totally and immediately or 2) endowment funds, from which only the interest can be used. Funds in either of these categories may be restricted; in other words, the donor may specify a purpose for them. Mrs. Butler explained that unrestricted gifts are more beneficial, because they can be applied to the immediate needs of the college, or they may be invested.

From here, the National Development Fund Committee determines ways and means of fund raising after studying recommendations from Miss Ruth Adams, the President of the College, and the Board of Trustees. Mrs. Morse Johnson, '44, is chairman of the committee, which also includes several trustees.

## Economic Priorities

The trustees make the final decisions on the priorities (what the money should be spent for) of the college, which are currently: 1) faculty salary increases, which Mrs. Butler termed "a key to attracting funds," 2) scholarship assistance, 3) innovative programs, and 4) maintenance expenses.

The staff of the Office of Resources then executes the policies determined by the National Development Fund Committee.

## LAST ISSUE THIS TERM

Next week's News will be the last issue until second term. There will be NO issues in January.

## MIT Course

Applications for the Wellesley-MIT exchange program in the second semester will be available in the Recorder's Office after Jan. 5, 1970. The MIT schedule of classes will also be published by that time, and will also be on hand for consultation. At the open meeting on the Exchange Program in November, the students present were in agreement that applications should not be made until the MIT class schedules are available.

The deadline for the return of the completed application is Jan. 16, 1970. The applications should be filled out in duplicate and should be returned to the Office of the Dean of the College, Rm. 345 Green Hall.

# Billings Nears Completion, To Support Expanded Uses

by Christine Benedict '71  
Guest Reporter

Billings Hall, that comparatively ancient, incredibly strange-looking, red-brick monument of a building behind the chapel, has in the last two years been undergoing major surgery. When the operations are complete, Billings Hall will be ready for its new role as Billings Center.

In order to visualize the changes that have taken place, one must first recall the 'old' Billings. The front rooms, reached from the chapel side of the building, housed — and continue to house — student organizations and group activities. The 'link' contained Room F, the furniture exchange, and the book exchange, and was the area connecting the front section to the large, remaining back section of the building. Billings' auditorium was located in this rear section, although many students probably never knew it existed since it was used by Housekeeping for storage.

## No Facilities

Back when the Wellesley-MIT exchange program was still in the planning stages, it was recognized that Wellesley did not have adequate facilities to serve exchange students. Rest rooms for men were needed, and both men and women needed some comfortable place indoors to wait for the bus. While these needs were being considered, the situation of the Well was also brought up. Tucked away into one corner of the campus, the Well had never been utilized by the whole community. According to Mr. Schneider, Business Manager for the college, the Well was losing from ten to fifteen thousand dollars annually. Billings was the

natural choice as the solution for both problems. Centrally located, it was as near an ideal place as Wellesley had for the location of facilities for the Wellesley-MIT exchange students, and the auditorium area recommended itself as the new location for the Well.

Informal conversations were begun with Donald Gillespie Associates of Boston on the architectural feasibility of using Billings to meet the combined needs of the exchange program, the Well, and the student activity organizations which had been using it up to that point. Donald Gillespie came up with what Mr. Schneider has called a "very intriguing three-phase design" for remodeling and renovating Billings. Work was begun, and by the end of 1968-1969 the first phase of construction was complete. These were the facilities located in the rear of the building, behind the auditorium, and used last year by Wellesley-MIT exchange students. They consisted of a men's rest room with showers and lockers, a less-extensive powder room, an upstairs lounge, and a temporary ticket office.

## Delays In Construction

By the end of school last year, it was expected that construction on Billings would be complete by September, 1969. Unfortunately, considerable problems were encountered over the summer, among them a state-wide carpenters' strike. By far the greatest difficulties and delay, however, were caused by the actual structure of the old Billings. Since plans for the building were not available, these problems could not be anticipated. At the moment, the completed area in the rear of Billings is inaccessible because the solution to these structural problems involved tearing out the stairway on that side of the building.

With the summer months eaten up by these difficulties, Billings was nowhere near completion in September. Soon, however, the center should be complete. Since the rebuilt link is almost ready for its roof, no delay is anticipated due to bad weather. Sometime during winter break or spring vacation the wall between the front section of Billings and the link will be broken through, and the two areas will be united. (This must be done during a vacation because it

necessitates tearing out the stairs). Due to the summer's problems, people are hesitant to make predictions, but chances are good that Billings will be ready for at least partial use in the spring.

## Not A Student Union

The new Billings Center will not be a "student union." In the first place, it is just not big enough to accommodate all the services offered by a typical university union — recreation facilities, for example. In the second place, Billings Center is intended for the use of all members of the college community, not only the students. Mr. Schneider has pointed out that visitors to the campus will use Billings Center, and that its food service area will be the only place where many campus employees can get lunch.

Along with food service and eating areas, Billings will also provide a coffeehouse, study areas, lounge areas, and rooms for the offices and meetings of student organizations. Architecturally, Billings will have an outdoor terrace opening toward the tennis courts, with an outdoor plank deck overhead. The very imaginative use of interior space includes indoor balconies, exposed ceiling beams, and alcoves. The decor, which is still in the planning stages, will eventually provide, in Mr. Schneider's words, "a very comfortable, highly textured kind of environment." The attempt will be to make Billings' interior as little like that of a dormitory as possible.

For two weeks before Thanksgiving, some of the materials and styles of furniture proposed for the interior of Billings were displayed in the library. The Billings Planning Committee hopes to get that display back from the architect so that more students may see it and express their opinions about it.

## Well Closed?

Last June, the Well was officially closed forever — or so it was planned. When Billings wasn't ready in September, it was necessary to set up — quickly — a make-shift operation in the former Well. Mr. Wallace, Manager of the College Club, has emphasized that this is strictly "a temporary stop-gap." He has also drawn attention to the heroic efforts

(Continued on Page 8)

## LIBRARY HOURS CHRISTMAS VACATION

1969-70

Friday, December 19

8:15 a.m.-5 p.m.

Closed:

Saturdays, December 20, 27,

January 3

Sundays, December 21, 28,

January 4

Thursdays, December 25,

January 1

All other days 2-4:30 p.m.

Friday, December 26

Regular hours will be resumed

January 6, 1970.



# New Latin-American Group McKuen Withstands Criticism Forms to Facilitate Research

by Susan Diskin '72

Wellesley was the site of the founding of a new organization, when on Dec. 6, 45 faculty members, representing more than 20 institutions (including Amherst, Dartmouth, Harvard, and Smith), gathered at the College Club to establish a New England branch of the Latin American Studies Assoc. (LASA). After forming this local chapter, the group now plans to seek membership in the national organization when it holds its April conference in Washington, D.C.

Besides promoting interest in Latin America, the main purpose of the organization is to encourage communication and collaboration in research presently being conducted; this goal is achieved by periodic meetings at which papers are presented and the publication of *The Latin American Research Review*, an authority for current scholarship in Latin American Studies. The group is primarily designed to serve the professionals in this field, but LASA does plan to include some graduate students in its membership.

## New Plans Underway

Mr. Jon Rosenbaum, assistant professor of political science at Wellesley, has championed the activation of this regional group: "We hope to develop more interest in Latin American studies in New England, an area which has been one of the most deficient in its interest in this field." Saturday's meeting saw the election of Mr. Rosenbaum to the chapter's Executive Committee, along with David Haberly of the department of romance languages at Harvard, and Arpad Von Lazar of the Fletcher School of Law and Diplomacy.

The importance of joining the national organization was stressed. Since the allocation of government subsidies for Latin American study is regulated by this body, cooperation with this larger group will make many more projects feasible and abet a fuller communication between New England and other regional chapters. The national organization can also exert political influence, for example in advising the government in allocations of funds to Latin American countries.

## Developing Nations Important

Bonnie Lindquist '70, a student observer at the meeting, was enthusiastic about this step in reversing the trend of some universities in which interest in the developing nations of the world has severely waned. Students, Bonnie remarked, must be adequately informed to be able to understand the nations with which they will have to deal in future political situations.

"To be a responsible citizen, one needs an awareness of the developing countries and the relations of the U.S. to them," she stated. "When future policies in these areas must be determined, questions should not have to be decided only on the basis of opinions of 'elite experts' or the military. In this way citizens can stop future Vietnams from happening."

## Small Colleges Show Interest

In the effort to motivate interest in Latin American studies, the smaller college has been just as active a participant as the larger university; in this light, as Diana Tejera '72, commented, "It's good to see that Wellesley has taken the initiative to begin a program for which there had been a need." Diana also hoped that the new group's formation could promote a closer collaboration between different schools, faculty members,

and students.

If the New England branch is accepted into the national LASA, many talented professors and students will be given the opportunity to share the results of their research and to begin collaboration on new projects. The formation of the group indicates a definite interest in Latin American studies, one which it hopes to maintain and increase by encouraging further efforts in this field.

by Janet Bentley '72

Rod McKuen, according to the fly-leaf on his new collection of poems, *In Someone's Shadow*, "has become not only the most influential and best-selling poet of our lifetime, but quite possibly the best-selling poet of all time." If one keeps that statement in mind while reading (critically) these poems, one could wonder at how easily people may be influenced.

If one brings one's critical faculties to bear on these poems, one recognizes the sentimental triteness in them or at least the "deja vu." There

are the usual themes of searching, emptiness, the war, elections ("Voting is not as easy as it used to be. You always wind up electing somebody"), time lost and, of course, love ("Those of us that think that need, and night are both the same").

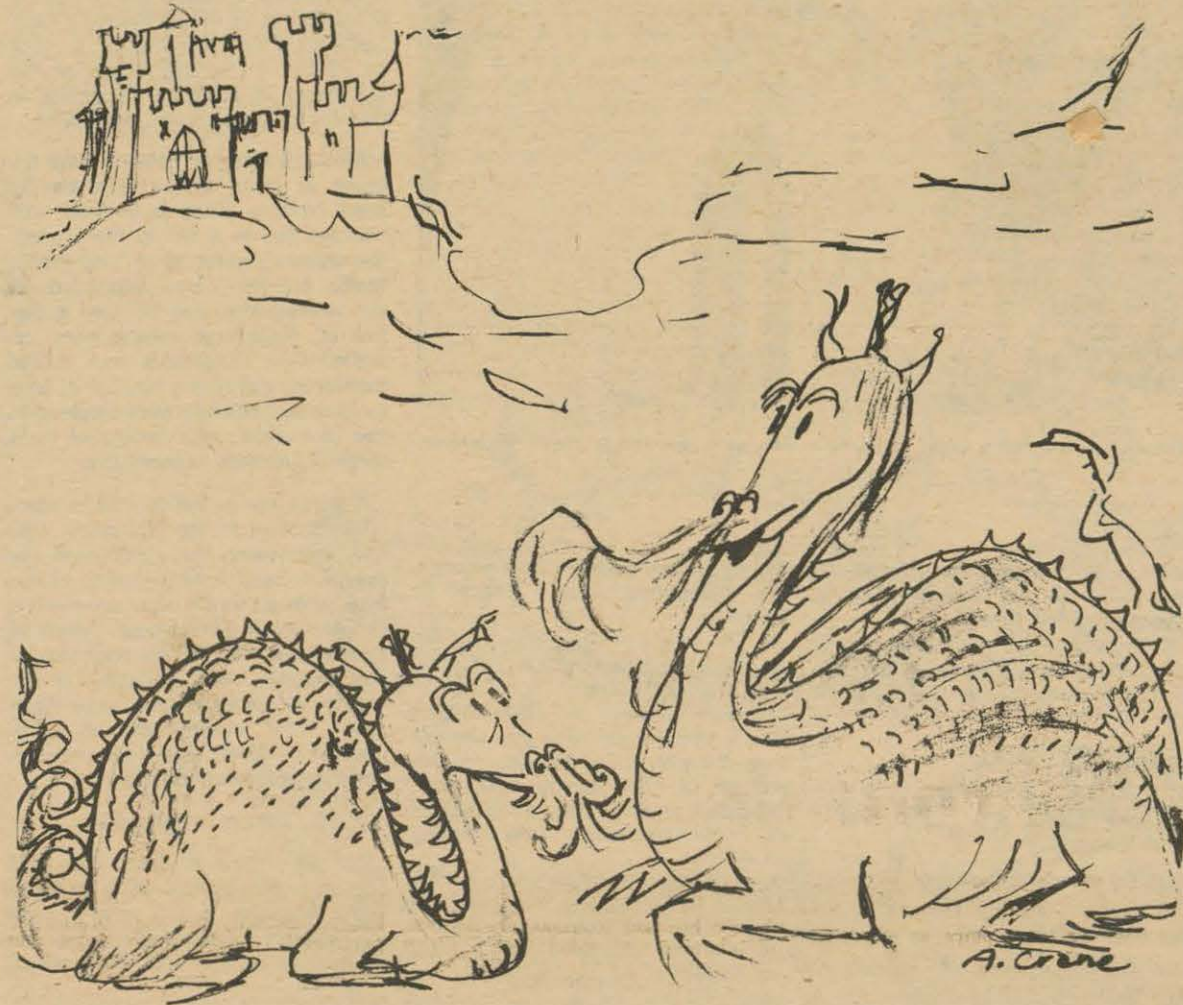
The love poems form the central part of the collection and they are in the form of a diary—the calling up of some casual acquaintance, the encounter, climbing a mountain, loving, forgiven deception ("Where were you last night—never mind—the room is warmer now"), a trip to the beach,

the parting ("If you had listened hard enough—you might have heard what I meant to say. Nothing."), and the development of memories with the thought of the next encounter already in them. The time span of this affair is March 31 to January 18.

The second half of the collection seems more interesting, especially "A Message from the Front", an inside glimpse of student unrest.

If one suspends one's critical faculties, voluntarily or involuntarily from mental exhaustion, the charm for which Rod McKuen's poems are famous, is revealed. The compassion, the acceptance of love as transitory, calm and gentle, the touches of humor which in this collection comment on the deletion of the saints from the calendar, and the poetry's ability to evoke a warm, sentimental feeling are all valuable.

The traditional implications of idealism ("Some of you save diamonds, baby, some of us save dreams"), the acceptance of man as a temporary being, and the use of lyrical techniques, all invite one to enjoy the poems which do not demand much of the reader. They are comfortable poems.



Son, this is your first damsel, so don't cool your blow.

## A Decision of Mind and Heart



A Career in Social Work

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Seniors: See the placement office or on-campus interviews February 5, 1970.

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## THEATRE CASTING

Try-Out Readings for William Wycherley's Restoration Comedy **THE COUNTRY WIFE** will be held next week. The production to be directed by Paul R. Barstow and designed by Eric Levenson, will have performances on March 13-14-15, 1970. Rehearsals will begin on February 2.

Monday, December 15, from 7:30 to 10:00, and Tuesday, December 16, from 2:30 to 5:30 and 7:30 to 10:00, are the scheduled times for auditions, to be held in the Director's Office in Alumnae Hall. If none of these times is convenient or possible, an appointment to read may be arranged by calling Mr. Barstow at 235-5895.

Among the roles to be cast are: Mrs. Margery Pinchwife, a naive country girl, recently married and eager for London joys; Miss All-thea, a fine young lady, engaged to one rake and wooed by another; My Lady Fidgeto, Mrs. Dainty Fidget, Mrs. Squeamish and Old Lady Fidget — all loudly virtuous but in love with any vice which can be practiced in secret without loss of reputation.

The plot concerns the stratagems of Mr. Horner, a rake who pretends to impotence in order to secure free access to the ladies whose husbands think him "safe." Wycherley's impudent masterpiece has held the stage since 1675.

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## Where the Money Goes

Have an opinion on how the student activities charge should be spent next year? Come to an open meeting of the Constitutions and SOFC committee tonight at 7:15 p.m. in 100 Billings.

## Coffee and Tea

Interested in planning a coffee-house for next term and for the new Billings? Contact Anne Elizabeth Shere in Tower Court West.





In a scene from "Z," long-haired co-producer Jacques Perrin plays a reporter who gets involved in the investigation in spite of himself.

## Parietals...

(Continued from Page 3) wise today does not necessarily mean that this has changed.

The fact that students often are finding no anvil in either parent or teacher — to strike against in ham-

mering out their new social attitudes may well be one of the deepest tragedies of our time.

8. Unfortunately, everything that is experienced on the campus (not just in the classroom) is, in a sense,

"taught" there because in memory's view it becomes "what I learned at Wellesley."

9. "The teacher affects eternity. He can never tell where his influence stops." Henry Adams.

Because of these, and other ramifications which I am sure you already have thought of, a decision as important as this merits real soul-searching, a great deal of reflection and side discussion before being voted upon.

Respectfully yours,  
Catherine W. Axten  
Class of 1936  
Former Member of the  
Alumnae Board

## "Z" Probes Assassination, Offers History As Fiction

by Kathy Topulos '71

"All similarities to real people, places and events are intentional..." So begins *Z*, a political suspense story dealing with the machinations involved in the case off the assassination of a prominent opposition leader in modern Greece.

Adapted from the novel by Vassili Vassilikos, one of Greece's most brilliant young novelists now in exile in Paris, *Z* is an account of the 1963 assassination of Gregorios Lambrakis. A professor of medicine at the University of Athens, and a Deputy of the Union of the Democratic Left, Lambrakis was run over by a truck as he left a meeting protesting the placement of Polaris submarines in Greece. He died several days later.

After an autopsy showed that the cause of death was a blow on the head from a blunt instrument and was not due to a fall to the ground, the official verdict of a "regrettable traffic accident" was discounted. In the investigation that followed a series of disturbing coincidences revealed that Lambrakis was indeed murdered, and that a number of high government officials were involved in the plot which was instigated by a secret right wing organization.

*Z* is history as fiction and is absolutely faithful to the real story, (the U.S. distributor has researched the events to verify the accuracy of the film and to avoid any accusations by the Greek government, which so far has made no official comment on the movie). And because (in the words of screenwriter Jorge Semprun) the "reality was so exaggerated by itself" there was no exaggeration for dramatic effects.

### History as Drama

But the drama is there. For *Z* is not only the history of a political event but also a fast moving and compelling suspense story. The investigation unfolds with the sense of

urgency and vitality of a good detective story.

The acting throughout is perfect. Under controlled direction of Costa-Gavras, the low-keyed performances make clear that the emphasis is on the interaction of political groups rather than distinct personalities.

### Fight for Status Quo

The political groups represented are diverse. There are the colonels and the generals. These are perservers of the status-quo, the men who find their security and identity in the established order. They fight against the "ideological disease" of liberalism (and its proponents, long-haired drug addicts and atheists) with the traditional weapons of religion monarchy, and the army.

There are the assassins. The tools of a clandestine right-wing party these are violent, brutal men who use political agitation as an outlet for their own aggressions while mounting propaganda without any awareness of its meaning.

### Relationship of Elements

There is the deputy (Yves Montand). Surrounded by dedicated and non-violent militants, he is above partisan politics and nationalism in his search for peace.

There is the Examining Magistrate (impeccably played by Jean-Louis Trintignant) through whose investigation the relationship of these elements becomes clear. In his relentless search to discover what really happened, Trintignant is clever and patient. He watches and listens and deliberately and rationally puts the pieces of the puzzle together.

### Typed Characters

The characters are reduced to types; they are not developed personalities. We are shown only one element of their make-up, the political. (Continued on Page 7)

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## Gift Selection Can Be Healthy

Connie Kallman '72

Christmas gift-giving can be good therapy for one's mental health. As my psych-major roommate, Edna, pointed out the other day, the holiday season offers a terrific excuse for relieving all those pent-up frustrations and resentments you've been harboring all year. To quote Edna, "The id, operating under the Pleasure Principle, though customarily subject to the restraining influences of the ego, can find constructive channels sanctioned by both ego and super-ego."

This was all explained to me one afternoon when Edna returned from the Vil loaded down with festive packages. I, who have only started to vaguely wonder where I can dig up the strength, time, and cash for Christmas shopping, cast a gloomy look her way.

"Ho, ho, ho. And what have we for all the good boys and girls this year?"

"Quite a few goodies, actually. Take a look." She flopped on her bed and riffled through a volume of Freud while I explored the contents of the sacks.

"What's this? Tranquilizers? And a copy of *Sex and the Single Girl*?"

"For my parents. I figured it's the least I can do for them now that parietals have been abolished and they're no longer in loco. Imagine how impotent they must feel ... See that egg-timer? That's for Doris when she makes those teary phone calls in the hall outside our door at 1 a.m."

"101 Ways to Disguise Canned Fruit? That's for the dorm kitchen staff." Edna reached into another bag and pulled out a box of chocolates. "Sweets for the sweet — my French professor who gave a pop quiz the day after Thanksgiving vacation!"

I had finished out a package of two dozen red-ink cartridges, and Edna replied to my quizzical glance. "For my English prof. He uses at least that much ink on one of my papers ... But look at this!" Edna chortled, going to her desk and holding up a handmade sign. It read, "My name is \_\_\_\_\_, my class is \_\_\_\_\_, my major is \_\_\_\_\_, I am from \_\_\_\_\_ Interested?"

Edna explained, "Isn't that a great idea for saving time at mixers? I'm giving them to several of my girlfriends — just fill in the blanks and hang it around your neck." She smiled rather smugly, "Here's another on my masterpieces," flourishing a list entitled, "Free and Cheap

### Modus Operandi...

(Continued from Page 3)

Crandall evaluating the performance of Wellesley's endowments as compared with similar funds, such as mutual funds. From 1962 to 1967, the average annual yield from the endowment was 5.28%, "as compared to a yield for the Forbes Index of Ten Balanced Mutual Funds during the same time period." A 1968 study of college and university endowment funds prepared the Boston Fund shows Wellesley's endowment as rising to \$117 million from \$66 million in 1962. The report does not clarify if the endowment increase is due to a progressive investment policy or other factors (gifts, etc.).

#### Effect Unclear

The Senior tutors' economic analysis of the College poses many fundamental questions about sources of income as well as expenditure policies. Traditional philosophies have overruled the use of potential fund sources; current expenditures are limited by reluctance to use deficit spending, by emphasis on additions to endowment, and an either-or approach to priorities.

What effect this report is having on Wellesley's economic decision-makers is unclear — but it is something every student should read. Copies are available at dorm bell desks and in the library.

Amusements in Cambridge," and added, "... for one of my less magnanimous beaux. Also useful for blind dates. I may have it dittoed for future use."

I was still prowling among the shopping bags. "A slide rule? Wait — don't tell me — it's for Harry at MIT!"

"Yes, his old one wore thin. Hey — don't look in that box! That's YOUR present!"

I drew back with a nervous laugh. "Gee, Edna, I can hardly wait." I paused, thinking I had detected a strange gleam in my roommate's eye. "Anyway you seem to have found a very useful outlet for your id," I added ingratiatingly.

Edna gave a cryptic smile. "Tis more blessed to give ..."

(Continued from Page 6)

cal. This is because the purpose of Z (as novelist Vassilikos and screenwriter Semprun agree) is not to analyze the psychology of the actors, but to make them representatives of political forces. This is not the story of one case, but a study of the mechanisms of contemporary politics and political crime.

Z is an indictment of stupidity and corruption not only in Greece but everywhere. "Let's not try to reassure ourselves," says Semprun, "this type of thing doesn't only happen elsewhere; it happens everywhere." And as we see police attack peaceful demonstrators, or discover that the military condones murder and assassination, who does not think of Paris 1968, or Madrid, or Chicago?

**Actor's Commitment**

Yves Montand decided to play Lambrakis for political ("Actor or not actor, everyone is involved in

what we call politics") as well as artistic reasons; because he is against injustice and war, be it Greek, French, or American.

Montand has hope for Greece. He believes that the "old Greeks," the free honest men of both the left and right will come together against the military, as the left and the right united against the Nazis in World War II. But for the meantime reality is portrayed in Z.

The film closes with a list of items now banned in Greece. This list includes peace movements, labor unions, strikes, the Beatles, Albee, Pinter, Ionesco, Sartre, Gorki (and all the Russians, the music of Theodorakis (who wrote the stunning score of Z while under house arrest and smuggled it to France) the new math (!?), long hair, mini-skirts ... and the letter Z which means in Greek that "he (Lambrakis) is alive."

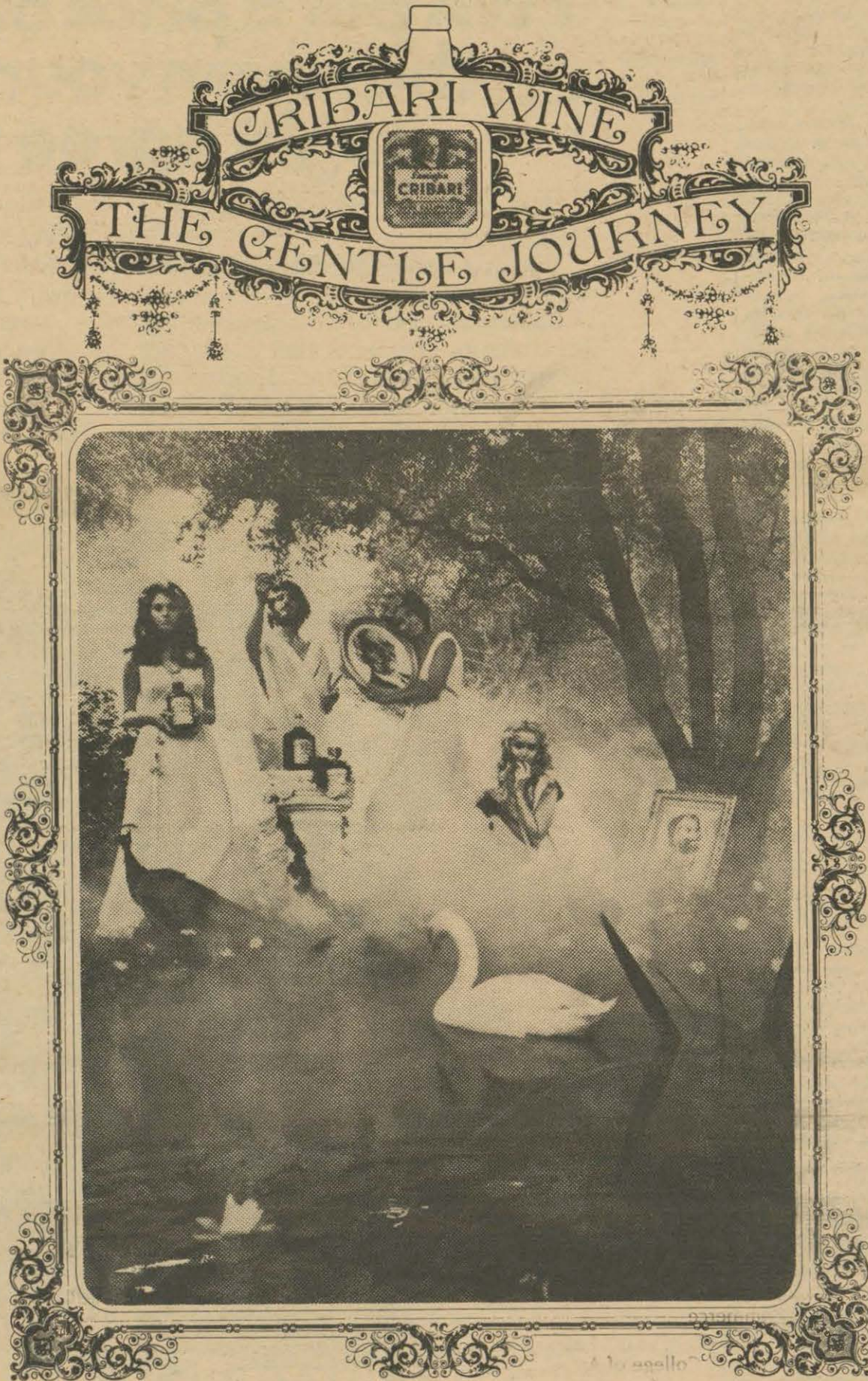


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## Billings...

(Continued from Page 4)  
of the Well employees who have been willing to endure very trying and difficult circumstances in order to put something more than vending machine food on the Well's menu. In the meantime, Mr. Wallace has suggested that the Well be used as an area of experimentation for the benefit of the new Billings.

The present grill hours at the Well will not be automatically transferred to Billings. The hours during which manual service will be available in Billings will be scheduled according to the volume of business done at different times of day. It is hoped that these hours will be able to be extended as Billings develops a clientele. In the off hours when manual service is not available, people will still be able to use the machines. These machines will be built into an area in front of the service counter, enclosed, and at least partially "disguised." It is expected that the Billings machines will be an improvement over those in the Well.

### Meeting Planned

At 8 p.m., December 16, there will be a meeting in 100 Billings for all interested students to discuss the Well and the new food service area to be built in Billings. Mr. Wallace will be present to hear comments and answer questions.

The basement of Billings Center will house a coffeehouse. In the plans, this area is completely bare concrete with two floor levels and a small pantry. Its ultimate use and decor is to be left up to students. Jackie Fralley '71 heads a committee which

has been set up to look into the possibilities of starting an interim operation to provide food and entertainment — something like Room F — somewhere on campus until Billings is completed. This committee may come up with an idea that can be used next year for Billings' coffeehouse.

### New Staff

In mid-November, Billings Center gained an Operations Manager. Neal E. Brown comes to Wellesley from Salem State College where he was Assistant Director of the student union. It will be his task to set up and manage the food service operations of Billings Center. He will also be working on an advisory basis with students interested in running operations such as the coffeehouse.

Along with Mr. Brown as Operations Manager, Billings Center will also have a Director of Activities. Since last spring the Deans' office has been interviewing people for this position. Mrs. Chaplin has said that the individual being sought need not be of any particular age, and, since Mr. Brown is experienced, need not be a professional. What is required is a person with "a tremendous amount of talent." Students on the Billings Planning Committee will aid the deans by being present during interviews and by later contributing their reactions to the evaluation of prospective directors.

The old Billings is rapidly becoming the new Billings Center. It will provide facilities for the use of Wellesley-MIT exchange students, it

will probably feed, at one time or another, almost every person on campus, and it will house student organizations, but beyond these practical considerations, it is hoped that Billings will become simply a good place to go to read, study, talk, or just relax.

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### New Course

The Student Education Committee wishes to call the attention of the college community to the following course, to be offered during the second semester as part of the Cooperative Education Program.

**TITLE:** An Experiment in Inter-Disciplinary Education: Galileo, His Life and Thought in Relation to Science, History, and Culture.

**PURPOSE:** To bring together a group of students to approach an issue or a closely related set of issues from the viewpoints of diverse disciplines, including (hopefully) the natural sciences, the social sciences, and the humanities.

**PREREQUISITE:** none

**REQUIREMENTS:** One substantial paper on Galileo or a closely related subject. The paper need not be especially written for this project, but might be part of the student's regular course work.

### SAMPLE TOPICS:

- (1) Physics: Galileo's contributions to the science of mechanics.
- (2) History, or Religion and Biblical Studies: Galileo and the Church.
- (3) Theater Studies: Brecht's Galileo and other historical drama inspired by Galileo.
- (4) Greek, or Philosophy: the influence of classical thought on Galileo.

If you are interested in this project, contact Mr. Zimmerman of the physics department by Jan. 14.

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